DOCUMENT RESUME

ED 260 160 UD 024 361

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TITLE Resources for Teaching about Anti-Racism and Mutliethnic Education: Recent Outstanding Materials from Britain Selected Especially for American Teachers.
PUB DATE [84]
NOTE 10p.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Cultural Background; Cultural Interrelationships; Curriculum; *Educational Resources; Elementary Secondary Education; *Ethnic Groups; Foreign Countries; Immigrants; *Multicultural Education; *Racial Relations
IDENTIFIERS *Great Britain

ABSTRACT

This annotated list of resources for teachers is the product of several educators' efforts to promulgate the recent work being done in Britain in multicultural/multiethnic education, world studies, development studies and intercultural perspectives. An introduction cites appropriate texts for discussing race relations in the classroom. Section I, Multiethnic Education and Anti-Racist Teaching: Current Theories and Practice, describes 14 texts, ranging from an account of migrant labor in Europe to a book on print and prejudice. Section II, Curriculum Approaches in Multiethnic Teaching, describes 18 titles including a handbook on India, Pakistan and Bangladesh, a resource book on multiethnic education, and a book on supporting children's bilingualism. Section III, Curriculum Materials for Schools: World Studies, introduces 14 titles, among them books on religion in the multi-faith school, black settlers in Britain, and pop, rock and ethnic music in school. (RDN)

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RESOURCES FOR TEACHING ABOUT ANTI-RACISM AND MULTIETHNIC EDUCATION

RECENT OUTSTANDING MATERIALS FROM BRITAIN SELECTED ESPECIALLY FOR AMERICAN TEACHERS

by

Gillian Klein

Edith W. King

U.S. DEPARTMENT OF EDUCATION
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RESOURCES FOR TEACHING ABOUT ANTI-RACISM AND MULTIETHNIC EDUCATION
RECENT OUTSTANDING MATERIALS FROM BRITAIN SELECTED ESPECIALLY FOR AMERICAN TEACHERS

Prepared by Gillian Klein, Staffordshire, U.K.
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FOREWORD

This list of resources on teaching about anti-racism and multiethnic education is the product of the efforts of several educators to promulgate the recent, important work being done in Britain in multicultural/multiethnic education, world studies, development studies and intercultural perspectives. Gillian Klein is one of the dynamic leaders of this movement in Britain. She is the editor of the new, forthright, and certainly timely journal for teachers and practitioners, Multicultural Teaching: To Combat Racism in School and Community, in itself a valuable resource for American teachers and professionals (obtainable from: Trentham Books Ltd., 30 Wenger Crescent, Trentham, Stoke-on-Trent, ST4 8LE, U.K., Attn. Mrs. Wiggins. Yearly subscription for three issues approximately $12.00).

Gillian Klein describes how the basis for this list was derived from the Schools Council pamphlet, Resources For Multicultural Education: An Introduction, developed by her while on leave from her position with the Inner London Education Authority (ILEA):

> I was seconded for a term in 1981 to the Schools Council to prepare a list, based on my knowledge of resources gathered in the years since I first set up a consultative collection of materials for students and teachers in a multicultural society at the Inner London Authority's Centre for Urban Educational Studies initiated in 1974.

Now known simply as "The Pink Book," this pamphlet sold so widely all over Britain since its publication in 1982 that it has been hailed as an "academic best seller." Further, it has been updated by Gillian Klein in 1984 for the new edition. The following list includes as much information about these British materials as possible. Prices are omitted, but all the items range between $3 and $12 in cost, as of late 1984.

Edith W. King

INTRODUCTION: DISCUSSING RACE RELATIONS IN THE CLASSROOM

This is a sensitive issue, difficult to deal with summarily. Readers are referred to the work of Lawrence Stenhouse, particularly his Teaching Race Relations: Problems and Effects (Routledge & Paul Kegan, 1982). The BBC book by John Twitchin is also important reading. John Tierney's Race, Migration and Schooling is virtually required reading, and the chapter by Peter Dickinson can also be used in classrooms. He sets up the ten most prevalent myths about immigrants starting with the one that they are all black, and demolishes each myth by means of hard facts and figures. Also valuable for teachers are the two booklets issued by the Institute of Race Relations, Roots of Racism and Patterns

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of Racism. A unique and adroitly presented discussion of race relations is a 1983 publication now available in the United States as well as Britain. This is Ellis Cashmore and Barry Troyna's Introduction to Race Relations, Routledge & Paul Kegan, 1983 (ISBN 0-7100-9930-4). Through the use of clever strategies and techniques Cashmore and Troyna draw from American as well as British examples to reveal the nature of race relations and racial attitudes in both nations. This book is useful at high school and adult levels, and as a resource book for the educator's library.

Edith W. King and Gillian Klein
Fall, 1984

SECTION I. MULTIETHNIC EDUCATION AND ANTI-RACIST TEACHING: CURRENT THEORIES AND PRACTICE

AFFOR (All Faiths for One Race). Talking Chalk: Black Pupils, Parents and Teachers Speak About Education. (AFFOR, 173 Lozells Road, Birmingham, B19 1RN, U.K.) Pupils, school-leavers and parents voice highly critical views about the education they or their children received, with especial reference to racism, careers advice and language issues. Sixteen black teachers were also invited to contribute and their comments are sharply summarized. Valuable insights here for white educationists.

ALTARF (All London Teachers Against Racism and Facism). Challenging Racism. (ALTARF, Room 216 Panther House, 38 Mount Pleasant, London WC1), 1984 (pb ISBN 0-95096730-0). Structures in education that maintain racism are examined in this collection of papers, in relation to the administration of educational authorities and of individual schools. The general principles of anti-racism teaching are outlined, and specific approaches in some culturally diverse inner-city schools described, generally by the teachers who developed them,.

Arora, Ranjit and Carleton, Duncan, eds. Toward Good Practice in Multicultural Education. Routledge & Kegan Paul, forthcoming, 1985 (ISBN 0-7102-0229-6). Multicultural Education is here defined as "good" education for all children which should enable them to understand their own and other societies. The book documents models of good practice in both primary and secondary curricula--science and maths, humanities and arts--and the resources and approaches to support their development. Wider issues of initial and inservice training, pastoral care and the school community are examined by the editors and a range of practitioners in the relevant areas.

Berger, John. A Seventh Man ... Migrant Workers in Europe (new edition). Writers' and Readers' Publishing Co-operative, 1982 (ISBN 0-906495-90-3). Powerful account, that reads like fiction, of the life of migrants. Jean Mohr's sensitive photographs further heighten our awareness of the minority experience.

Committee of Enquiry Into the Education of Children From Ethnic Minority Groups (Chairman: Anthony Rampton). Interim Report: West Indian Children in Our Schools. Her Majesty's Stationery Office, 1981 (pb ISBN 0-10-18237 x). Reviews again the evidence of and reasons for poor

achievement of children of West Indian origin, with detailed recommendations for action. Teacher education, the advisory services, the role of statutory bodies are all considered in depth, as well as the role of teachers in schools concerned with the under 5s through to further education. Appendices include examples of good practice and a list of organizations which offer advice and support. A check list of what should be done.

Craft, Maurice, ed. Education and Cultural Pluralism. Palmer Press, 1984. Book of academic readings by established researchers. Papers on theories, policies and curriculum in multicultural education, on bilingualism with special reference to the Linguistic Minorities Project, on language and dialect. The two papers on ethnic minority pupils deal with their progress in schools, and their community and home background.

Husband, Charles, ed. "Race" in Britain: Continuity and Change. Hutchinson University Library, 1982 (pb ISBN 0-09-146911-2). A definitive reader that sets accounts of personal experiences of ethnic minority individuals in the U.K. against the historical context, immigration and nationality law, and social identity.

Inner London Education Authority (ILEA) Multiethnic Inspectorate. Education in a Multiethnic Society: An Aide-Memoire for the Inspectorate. ILEA Learning Materials Service, 1981. Practical guide (for teachers as well as inspectors) for evaluating schools' responses to multicultural education; a check list under the headings of School Policy, Equality of Opportunity, Racism, Curriculum, Classroon Strategies, Resources, Language, Ethos and Atmosphere, Support and Care of Pupils, Staff Development, Parents and their Communities, School to Work, Pupils. Now available to non-ILEA from: ILEA Publishing, Thackeray Road, London SW8 (Order code AM).

Milner, David. Children and Race 10 Years On. Ward Lock, 1983 (pb ISBN 0-7062-4268-8). A sound and readable review of research on children, race and education (including Milner's own) mainly in the U.K. but some in the U.S. The analysis of findings is helpful, especially of new materials such Dr. Maureen Stone's (see this list).

Runnymede Trust. Different Worlds: Racism and Discrimination in Britain. Runnymede Trust (37A Grays Inn Road, London, WC1), 1983. This 48-page booklet manages to be both very informative and intensely moving. Using a case-study approach supported by legal and statistical fact, an examination of race and the law is followed by briefer accounts on such issues as immigration, employment, education, health and social services, the media and the police. Photographs contribute to the messages of the text. Suitable for fifth-formers (9th and 10th graders) upwards, and highly recommended to all educational practitioners and social workers.

Sivanandan, A. A Different Hunger: Writings on Black Resistance. Pluto Press, 1982 (pb ISBN 0-86104-371-5). A collection of Sivanandan's writings, including "Race, Class and the State: the Black Experience in Britain" which, since its initial appearance in 1976, has provided educational practitioners and others with a brief and cogent analysis of

the state's response to immigration and the subsequent racism in the white community.

Stone, Maureen. The Education of the Black Child in Britain: The Myth of Multicultural Education. Fontana, 1981 (pb ISBN 0-00-635877-2). A controversial and important book. Dr. Stone's approach and her research methods have been challenged. Nevertheless, her argument for "back to basics" will help teachers to define for themselves their own role as educators for a multiracial society.

Tierney, John. Race, Migration and Schooling. Holt, Reinhart & Winston, 1982 (ISBN 0-03-910362-5). A critical introduction to the sociology of race and black migration, examining theories and practice relating to the schooling of black children in Britain, with especial attention to racism in schools and in society. Written primarily for practicing and student teachers, it sets out to provide a comprehensive guide to resources in the field of race relations in the U.K.

Zimet, Sara Goodman. Print and Prejudice. Hodder & Stoughton, 1976 (pb ISBN 0-340-21026-5). Examines racism and sexism as they are e countered by children in their books. The origins and reasons for bias are explored, as well as strategies for dealing with it. Excellent section on censorship. Most of the work is based on research in the U.S., but the Open University uses it as a standard text.

II. CURRICULUM APPROACHES IN MULTIETHNIC TEACHING

Bahree, Patricia. India, Pakistan and Bangladesh: A Handbook for Teachers. School of Oriental and African Studies, University of London, 1982 (ISBN 0-7286-0096 x). This extensive bibliography is sectional, relating to classroom approaches. It deals with religions, geography and development, history themes (with teaching suggestions for various historical periods), literature and the arts.

Craft, Alma and Bardell, Geoff, eds. Curriculum Opportunities in a Multicultural Society. Harper & Row, 1984. Looks to be the most classroom-and curriculum-based book so far. The perspective is indeed of opportunities. Accounts of practical initiatives are given by subject teachers--for example, Ray Hemmings has adapted his articles on mathematics which appeared in NAME Journal--and there are contributions on chemistry, biology and home economics; English and modern languages; history, geography, social sciences and religious education; music, art and design; dance and physical education.

Dulay, Helen; Burt, Marina and Krashen, Stephen. Language Two. Oxford University Press, New York, 1982 (pb ISBN 0-19-502553-9). An account of recent research on English as a second language, especially research which challenges the effect of first language on second. It is related directly to the classroom, and concludes with teaching guidelines. Excellent bibliography.

Edwards, Viv. Language in Multicultural Classrooms. Batsford, 1983 (pb ISBN 0-7134-4508-4). The use of the children's language in the classroom, including dialect and first languages, is argued for and illustrated. The work of children talking, reading and writing is

analyzed. "Cross language" or dialect is shown to be only a small factor in language errors--it can actually contribute to the development of language skills if approached constructively by the teacher.

Elkin, Judith. "Lifeline 2: Multicultural Books" in Books for Keeps. January to November, 1983. A very helpful review of children's literature which appeared in six installments in Books for Keeps, the School Bookshop Association journal.

Hicks, David W. Minorities: A Teacher's Resource Book for the Multiethnic Curriculum. Heinemann Educational Books, 1981 (pb ISBN 0-435-80416-2). For teachers in secondary schools, further education and in-service education and training. A collection of papers on discrimination against minorities; classroom techniques and approaches; research and resources, including how to evaluate them--all aimed at giving an idea of the perspective engendered by the minority experience and how to incorporate this perspective in teaching.

Houlton, David and Willey, Richard. Supporting Children's Bilingualism (Schools Council Programme Pamphlets). Longman, York, 1983 (ISBN 0-582-38901-1). Argues for support in schools of children's diverse linguistic skills and examines policies of some local authorities. The value of links with the communities that are maintained along with community languages is stressed. Recommendations are made for collaboration between schools, local education authorities and teacher training institutions, and for the Department of Education and Science to coordinate a policy on bilingual education.

Killingray, Margaret. African Studies: A Handbook for Teachers. School of Oriental and African Studies, 1983 (pb ISBN 0-7286-0110-4). This scholarly and extensive bibliography has been updated and revised by John Addison. To sections of integrated studies, history and sixth-form (11th and 12th grade) studies have been added sections on geography and on African literature, and a list of general books for the school library. All entries are annotated. The suggestions for courses and approaches in each curriculum area are most helpful.

Lynch, James. The Multicultural Curriculum. Batsford, 1983 (pb ISBN 0-7134-4510-6). Of current relevance, very much in touch with thinking on multicultural education in 1983, and underpinned by a sound review of research. An attempt to move towards a multicultural curriculum by offering a framework, an overview of available resources and some action guidelines.

Miller, Jane. Many Voices: Bilingualism, Culture and Education. Routledge & Kegan Paul, 1983 (pb ISBN 0-7100-9341-1). How linguistic diversity can be used by teachers as a way of developing and understanding language is vividly illustrated, with theory related to detailed case studies and examples of classroom initiatives.

Raleigh, Mike. The Language Book. ILEA English Centre, 1981. This publication was stimulated by the Linguistic Diversity Project. It gives teachers and pupils some models within which to explore language diversity. Lively and entertaining, it places standard English firmly in its place as just one of many avenues of effective communication.

Twitchin, John and Demuth, Clare, eds. Multi-Cultural Education: Views from the Classroom. BBC Publications, 1981 (pb ISBN 0-563-16443-3). Compiled to accompany a ten-part television series screened from October 1981, the first half of the book discusses approaches at primary and secondary levels and considers issues of language and attitudes. The second half devotes a chapter to each program. The book attempts an overview of school-based and LEA supported initiatives in multicultural education currently taking place in the U.K. with, in many cases, the particular development described and explained by the teacher involved. Up to date and well researched, as is the information on resources.

World Studies Project (WSP). All materials obtainable from: Centre for World Development Education, 128 Buckingham Palace Road, London SW1W 9SH. Learning for Change in a World Society is a "creative ideas book" for teachers, and a resource for secondary classrooms. Like the other publications of WSP, it is directed at teachers of all subjects in which World Studies has a part: history, geography, social and general studies. Seeing and Perceiving--Films in a World of Change is concerned with the way life in various parts of the world is presented on film. Debate and Decision: Schools in a World of Change and its companion volume Ideas into Action: Curriculum for a Changing World suggest objectives and models, provide case studies and an action check list, aimed at helping teachers to equip themselves to develop their curriculum in relation to Development Education.

Wright, John. Bilingualism in Education. Issues in Race and Education (11 Carlton Gardens, Brecknock Road, London N19 5AQ), 1982. The seminal paper on bilingualism, published first in 1977, and concerned with linguistic minorities in Britain, mainly Asian, Greek, Turkish and Chinese. It asserts that not only can the first language assist acquisition of English as a second language (unless teachers disregard and devalue that language), but suppression of the first language can, in children of up to about 6 years, actually arrest cognitive development to a point where the child will never catch up.

Zaslavsy, Claudia. Africa Counts: Number and Pattern in African Culture. Lawrence Hill, New York, 1979 (pb ISBN 0-88208-104-7). Obtainable in U.K. from: Third World Publications, 151 Stratford Road, Birmingham. Well-illustrated record of explorations and expressions of number in various parts of Africa. Includes number patterns, counting aids, hand signs and number games. Newly available material which translates well into classrooms. For teachers.

III. CURRICULUM MATERIALS FOR SCHOOLS: WORLD STUDIES.

Cole, W. Owen, ed. Religion in the Multi-Faith School. Hulton 1983 (ISBN 0-7175-1159-6). Basic information for teachers. Backgrounds to different faiths include essays written by their followers. There is practical guidance for teaching about Hinduism, Judaism, Buddhism, Christianity and Islam up to examination level, examples of school assemblies, a fine section on stories and a resource list that extends over a wide range of cultures.

Davidson, Basil. Discovering Africa's Past. Longman, 1978 (pb ISBN 0-582-22049-1). An informative and readable account of the peoples of

Africa and their interactions with Europe and the East, this was significant as the first classroom book to give due value to Africa's numerous enduring civilizations.

File, Nigel and Power, Chris. Black Settlers in Britain 1555-1958. Heinemann Educational Books, 1981 (pb ISBN 0-435-31173-5). This book illustrates, by use of contemporary documents, how long and how considerable has been the black presence in Britain (4% of Londoners 150 years ago) and the contribution made by these people to their country of adoption. It records also early white racism, and makes apparent that such attitudes have changed little. Teachers using this book in the classroom should be prepared to explore further the present-day issues.

Fyson, Nance Lui. The Development Puzzle (new edition). Hodder & Stoughton Educational, Dunton Green, 1984 (ISBN 0-340-34940-9). "A source book for teaching about the rich world/poor world divide and one world development efforts." Facts about countries, ideas and topics for teaching, good section on resources--printed, visual or games. Like all Development Education materials, it has important implications for multicultural education.

Hamre, Ida and Meedom, Hanne. Making Simple Clothes: The Structure and Development of Clothes from Other Cultures. A & C Black, 1980 (pb ISBN 0-7136-2051 x). Ten different garment types--including jellaba and tunic, caftan or anorak--are analyzed in terms of their function and culture that produced them.

Institute of Race Relations (IRR). Roots of Racism (Book One), Patterns of Racism (Book Two). IRR (247/9 Pentonville Road, London N1 9NG), 1982. These illustrated books for 14-year-olds upwards show how racism has emerged through the history of colonialism and slavery. They explore black-white relations from the vantage point of the black experience, and as such are a valuable resource for both black and white pupils for acquiring information and challenging many assumptions about race.

Klein, Gillian. The Fancy Dress Party (pb set ISBN 0-423-50920-9), Scrapbooks (pb set ISBN 0-423-511-60-2). Methuen, 1982, 1984. Used successfully with nursery school children, or to support the reading of 5 - 7 year olds. Each set provides 5 brightly illustrated little books about children living in an inner-city, whose parents have come from Spain, Hong Kong, India, Cyprus or Trinidad. In Fancy Dress Party, the children enlist their families' help in creating their costumes for a party at the school, and ethnic food to take along. In the sequel, they each present in class a scrapbook based on their holidays to their parents' country of origin. Key words are given in appropriate mother-tongues, and each set has extensive teachers' notes for extending work in the classroom on themes in the stories.

Profitt, Russell. Hand in Hand Assembly Book: Assemblies for Our Multi-Racial Society. Longman, 1983 (ISBN 0-582-18460-6). Fifty or so assembly-length stories, ranging from classic folktales of China, Islam or Aesop, to accounts of modern figures like Martin Luther King, Scott Joplin, Mary Seacole and Roa Parks. Each story is followed with suggestions for music, a song or hymn, and two questions for discussion.

Searle, Chris. The World in a Classroom. Writers' and Readers' Publishing Co-operative, 1977 (pb ISBN 0-904613-46-1). Applying Friere's philosophy, Searle records his conscious efforts to organize lessons (1) to counteract the "false knowledge" of stereotypes of new settlers and (2) to get all children to extend their imagination and understanding of the feelings and experiences of settlers and black Britons. Made chiefly of the writings of the 12- to 14-year-olds themselves, the book provides a resource for children to develop their writing skills, while suggesting approaches and providing insights for teachers.

Tames, Richard. The Muslim World. Macdonald, 1982 (ISBN 0-356-07520-6). Profound explanation of this faith, made accessible by picture-book format and by presenting complex information in short paragraphs.

Vulliamy, Graham and Lee, Ed. Pop, Rock and Ethnic Music in School. Cambridge University Press, Cambridge, 1982 (pb ISBN 0-521-29927-6). Practical classroom programs which incorporate ethnic music into the music curriculum, instead of treating it as a "frill," and make it available to all pupils. The use of pop music in general is made more relevant. Though this is a scholarly and musicological work, it is also directly supportive of curriculum development.

World in a City. ILEA Learning Materials Service in association with Commission for Racial Equality (CRE), 1982. Outcome of the ILEA Bilingualism Project, and obtainable from the CRE. Each pack has a series of workcards of "survival" and necessary language based on themes such as using local transport, visiting the doctor, filling in forms, and feelings about migration. Each pack uses one language--Cantonese, Bengali, Gujerati, Punjabi, Urdu, Greek, Spanish or Turkish--with a parallel text in English. Widely used in further and higher education as well as in secondary schools.

Zaslavsky, Claudia. Count on Your Fingers African Style. Thomas Y. Crowell, New York, 1980. Obtainable in the U.K. from Harper & Row (ISBN 0-690-03864 x). Well-illustrated account of the explorations and expressions of number in various parts of Africa. Includes number patterns, counting aids, hand signs and number games, so providing new information which can be incorporated into the curriculum for lower primary schools.

Zaslavsky, Claudia. Tic Tac Toe and Other Three-in-a-Row Games From Ancient Egypt to the Modern Computer. Thomas Y. Crowell, New York, 1982. Obtainable in the U.K. from Harper & Row (ISBN 0-690-043163). Noughts-and-crosses and its myriad variations around the world are almost as old as the first alphabets, and the principles underlying the game are what computers are based on. How the games are played--and won--is clearly explained for middle-school-age children.